

Belle Plaine Schools
PK-6
2025-2026
Staff Handbook



Oak Crest and Chatfield Teachers,

Welcome to the Belle Plaine School District and another exciting year of learning and growing together!

Our goal in our elementary schools is to provide students with personalized learning that meets their needs, an opportunity to develop social and emotional skills and habits, a warm learning environment for all, and a community that supports students, parents, and staff.

The Staff Handbook is designed to provide clear expectations of our learning communities at Oak Crest and Chatfield. You are expected to understand the information included in this handbook. We encourage you to read through it again, refer back to it, and we count on a shared understanding of how we work together in Belle Plaine for our students and each other. If at any time you have questions about the handbook or anything else, we encourage you to reach out.

Thank you for choosing to educate, support and love the students of Belle Plaine Public Schools.

Sincerely,

*Ben Tressel & Maria Fadden
Oak Crest & Chatfield Elementary Schools
Belle Plaine Public Schools*

Mission

Our mission is to pursue excellence in academics, programming, and the social and emotional development of our students. Fostering a culture of kindness, inclusion, and pride in ourselves, our school, and our community.

STRATEGIC DIRECTION

1. Academic Development

- a. Early Learning
- b. Quality Instruction
- c. Enhancing Learning Opportunities Through the Use of Technology
- d. Programming Opportunities
- e. Academic Performance

2. Student Involvement in Our School Community

- a. Activities
- b. School & Community Partnerships (Increased partnerships within our community both academic and extracurricular)
- c. Community Education Programming and Development

3. Social-Emotional Development and Support of Students

- a. SEL Intentional Education
- b. PBIS PreK-12 School-wide Expectations and Support of Students
- c. Mental Health Therapy PreK-12
- d. Counseling/Social Worker support in each building PreK-12
- e. Day Treatment Partnership with Southwest Metro

4. Infrastructure Maintenance and Development that Supports Student Learning Needs

- a. Facilities that meet the needs to provide the quality education our students deserve related to our comparable districts
- b. Financial efficiencies that demonstrate responsible use of districts finances comparable to our comparable districts
- c. Effective communication with stakeholders

SCHOOL INFORMATION AND SERVICES

Oak Crest Elementary	952.873.2402
Chatfield Elementary	952.873.2401
Jr. / Sr. High School	952.873.2403
District Office	952.873.2400
Community Services	952.873.2411

Maria Fadden's cell phone	952.393.5918
Ben Tressel's cell phone	612.719.0529
Rachelle Kerkow's cell phone	952.292.4471

District Website www.isd716.org

Oak Crest Address 1101 W Commerce Dr
Belle Plaine MN 56011

Chatfield Address 330 South Market St
Belle Plaine, MN 56011

Need a substitute? Use [Frontline Absence Management System](#)

School Day at both Elementary schools:

- Office Hours: 7:15 am – 3:45 pm
- Staff Hours: 7:30 am – 3:30 pm

All phone calls will be routed to voicemail during student contact hours except in the case of emergencies.

Chatfield Schedule	Oak Crest Schedule
<ul style="list-style-type: none">• 8:00 Breakfast Opens• 8:10 1st Bell• 8:20 Class Begins• 3:12 Dismissal	<ul style="list-style-type: none">• 7:50 Breakfast Opens• 8:10 1st Bell• 8:15 Class Begins• 3:05 Dismissal

District Website:

On the district website you will find the following policies and information:

- [District Calendars](#)
- [District Policies](#)
- Attendance Policy and Procedures
- Bullying Prohibition Policy
- Harassment and Violence
- Student Disability Nondiscrimination
- Student Sex Nondiscrimination
- Wellness
- Animals in the Schools Guideline

***Daily attendance must be taken by the classroom teacher by 8:45 am.
Office staff will begin calling parents at 9:15 am.***

Schedules

- [Chatfield Master and Specialist](#)
- [Oak Crest Master \(specialist, activity, lunch, etc.\)](#)

TEACHER EXPECTATIONS

BUILDING MEETINGS

The time of all staff members is very valuable. Meetings, in general, should have an agenda communicated out beforehand. In order to maximize the efficiency and productivity of meetings, the following expectations are in place:

- Be Punctual - be on time for your portion of the meeting
 - Ready to contribute at 7:30am
- Be Prepared - have all documents accessible and technology with you
- Be Engaged - engage in professional conversation as designated
- Be a Problem Solver - when a challenge is presented, look to positive problem solve
- Be Present - refrain from technology use other than what is designated
- Be a Communicator - share feedback after the meeting, communicate absences from a meeting in advance of the meeting.

A planned meeting schedule is listed below. Meetings may be called at any time during contracted hours as needed if it is the best way to share information or achieve our goals together.

**Belle Plaine Schools
Building Meeting Schedule
2025-26**

Days	Chatfield	Oak Crest	JSH
Monday	PST [Problem Solving Team] <i>*PST will be by invitation and may occur on alternative days to involve necessary staff.</i>	BILT after school (EOW) Staff Meetings 1x/month	Meetings as Needed
Tuesday	Child Study Weekly at 7:30am	PST @ OC <i>*PST will be by invitation and may occur on alternative days to involve necessary staff.</i>	1. Grade Level 2. Department 3. Grade Level 4. Department
Wednesday	PLC @ Chatfield Weekly at 7:30am	PLC @ OC Weekly at 7:30am	1. Child Study at 7:30am 2. PST - by Invitation 3. Child Study 4. PST - by Invitation
Thursday	1. BILT 2. Staff Meeting [option] 3. PBIS 4. Staff Meeting [option]	Child Study @ OC Weekly at 7:30am	1. BILT 2. Staff Meetings option 3. BILT 4. Staff Meeting option
Friday		Meetings as Needed	Meetings as Needed

PROFESSIONALISM:

Rationale: Clear boundaries are necessary to establish a professional relationship between students and staff. Boundaries must exist to not blur the line of being friendly versus being a friend. Without boundaries, a person may put their career in jeopardy.

As a staff member of Belle Plaine Public Schools, you have chosen to be a part of a team. Your words and actions represent this school system and the others who are employed here. We will have a positive impact on students. We will all make mistakes along the way. Staff should treat others with respect, empathy, grace, and a positive mindset.

The following areas should be considered to establish boundaries between staff and students:

Within the Classroom/School

- ***Personal views are not part of the curriculum***
- Consistently expect to be referred to by Mr., Ms., Mrs., Dr., etc.
- Model language that you expect to be used by students
- Model appropriate use of technology
 - *Cell phones should not be used for personal reasons while in the presence of students unless absolutely necessary. If there is an ongoing situation that requires tech access at all times, please communicate that need with your building principal. (This applies to all staff.)*
- Identify hours where you may be accessible or available via email or phone call
- Utilizes staff emails and distribution list on school related topics
- Avoid engaging in:
 - Peer-like behavior with students
 - Telling inappropriate jokes
 - Using sexual innuendos
 - Wearing revealing or suggestive clothing
- Utilize widely recognized appropriate physical interactions, such as a fist bump, handshake, or high five.
- Limit physical interactions. Only appropriate physical interactions be done in public with others present, and be appropriate from the perceptions of students, parents, and administration. Consent is recommended.
- Utilize counseling staff on sensitive subjects
- Maintain a consistent and inclusive approach to interacting with students - not showing “favorites” is expected.
- Equitable treatment of all students is shown in staff actions, interactions, writings, and speech (awareness of student culture including race, identity, socio-economic, gender, orientation, etc)

COMMUNICATION:

We value the school-parent relationship and know that strong and clear communication is important to foster student success. Teachers are expected to respond to parent emails and phone calls within 24 business hours.

Teachers are expected to have regular and proactive communication with families.

- Homeroom teachers - weekly communication
- Specialist teachers - quarterly communication
- Special Education teachers - ongoing based on individual student and IEP needs

To address concerns with student success, the following procedures are in place for students who are failing:

1. Teacher has a one-one conversation with the student about school work/grades
2. Teacher has developed a plan with the student
3. Communication has been made with parents with reciprocal communication
 - Via phone, in person, or e-mails exchanged
 - Attempt 2 forms of communication if they have not reciprocated the communication
 - Must happen after the 3rd academic check if it hasn't happened before
 - Utilize district approved forms of communication, such as Schoology, Infinite Campus, SeeSaw, Email, phone call

Other Communication Considerations:

- Do not follow or friend individual students on social media

- Please show extra care when posting on social media not only in regards to your professional, but also personal lives. You serve a community and your online presence can affect your work.
- Place clear timeframes when communication will not take place - nothing after 9:00 p.m. is recommended
- If students are included in communication, parents should be able to be included
- Use only district issued email addresses
- Homeroom teachers should provide weekly communication to the classroom that includes important dates, special events, academic updates, and any other special messages that need to be shared.
- Individual communication to families should occur when there are academic or behavior celebrations, concerns, missing assignments, and failing scores.
- Positive and proactive communications should out number reactive/negative.
- Specialist/Support Teacher should communicate to families a minimum of quarterly. Teachers may choose to work with the principal to attach communications or updates to school newsletters.



DATA/PHOTO PRIVACY

Student pictures and personal data will be printed in school publications, social media such as Twitter, Instagram, and Facebook and given to the media for dissemination on occasions that warrant publication as news items. Families or students wishing to not be included will need to fill out a form in the office and teachers will be notified. Staff must keep careful track of any student that needs to be omitted from posted communication, this does not mean they should in any way be excluded from experiences.

OUTSIDE OF THE CLASSROOM

- Share positive communications about district decisions and experiences.
- Avoid interactions at your home. When necessary, have other adults present.
- Refrain from giving students rides.
- If a trip takes place off campus, school procedures on field trips should be used
- Do not share or distribute district keys to other adults or students - staff is responsible for their keys.
- Model school expectations for families by following school systems, policies, and protocols.
- Remember that you represent Belle Plaine Public Schools even when not actively engaged in school events.

IMPLEMENTATION of SCHOOL APPROVED CURRICULUM & GRADING POLICIES:

- As a school district, we have adopted curricula to best meet the needs of our learners. It is expected that staff implement curricula to the best of their ability with fidelity. Any changes to the core implementation of curriculum should be communicated in advance and granted permission by administration.
- Chatfield Grading Practices:  Chatfield Grading for Learning 2025-26
- OC Current Grading Practices:  OC Grading for Learning- 2025-26

PARTICIPATE in CONTINUOUS IMPROVEMENT:

- All staff will be expected to participate in a Professional Learning Community (PLC). With your PLC you will set goals, analyze data, and implement strategies to improve instruction and learning.

- All staff will be required to participate in meetings with supervisors. Based on your staffing assignment, the process for goal setting, observation, feedback, reflection, and documentation will differ.
 - Teacher Development and Evaluation
 - [5D+ Rubric](#)
 - [Summative Teacher Evaluation Documentation 24-25](#)

STUDENT ATTENDANCE:

- Submit attendance by 8:45am
- Teacher should contact families by phone for a pattern of tardies or absences
- Any requests for excused absence need to be forwarded to the office.
- Staff must ensure that students follow their end of day plan unless a written request is made by the parent/guardian to the teacher and office staff.
- Teachers who receive a request must forward it to the office.
- Students can not change buses, ride home with friends, or walk to home or alternate locations without explicit permission.
- Office staff will contact teachers if a change in the end of day process is necessary.
- Teachers will work with admin and families to support student learning when kids have excessive absences or extenuating circumstances.

DRESS CODE:

Teachers should dress professionally. During spirit weeks, teachers may dress up per the theme of the day. Teachers are expected to follow the same dress code guidelines as students.

Teachers are expected to uphold the dress code expectations of students. Teachers must intervene to help the student correct their attire or alert a staff member to do so. We need all adults to be consistent with this supervision.

TEACHER HOURS:

The workday is from 7:30 am to 3:30 pm, or eight consecutive hours, with a 25 minute duty free lunch period. Teachers should be available and ready to work at 7:30 a.m. for meetings, help with students, etc. Time is of the highest value and should not be interrupted by other responsibilities when avoidable. Late arrivals or early departures due to unavoidable conflicts must be communicated to administration in advance and may require use of PTO time.

***When leaving the building during lunch or prep, please contact the office to let us know when you leave/return.*

Prep time is expected to be used to engage in school-related work and preparations.

*Students or children of the teacher are not allowed in classrooms prior to the morning bell/music. There are care options available before and after school during work hours for free at both Oak Crest and Chatfield.

SCHOOL SAFETY:

The safety of our school community is everyone's responsibility. We need to each do all that we can to make sure all systems are followed 100% of the time to prevent unsafe events. As a staff member, you are expected to keep our building, staff and students safe in the following ways:

- Be aware of safety procedures and language for emergency situations. When there is a drill, practice safety with intention and instruct students on what needs to improve.
- Do not prop doors open, ever.
- Do not give keys or door fobs to students or non-employees
- Supervise students at all times
 - Communicate to staff if a student is going somewhere unsupervised to ensure arrival
- ***Alert the office when leaving and returning to the building with or without students***
- Instruct all visitors not wearing a name badge to check in at the office, even if they are not visiting your class.
- If holding the door for visitors, not recommended, direct them to the office immediately.
- Have a device with the Raptor App downloaded and accessible with you at all times. Be prepared to utilize the Raptor App to report an emergency, request or respond to a “Team Assist,” or communicate with district staff during/after an emergency. If the device you use requires wifi, please know and utilize the safe locations where wifi is available to access Raptor during drills or emergency’s..
- ***Failure of staff to comply with school safety expectations will be documented.***

OUTSIDE ACTIVITY

If you are going outside to engage in outdoor activities, please notify the office. You will need to leave your cell phone number or take a radio with you as a way to communicate should an emergency arise. You must have access to the Raptor App while outside as well.

SUPERVISION:

Elementary students are ALL of our students. We are collaboratively responsible for their safety, behavior, and learning at all times. This will take a team approach. You are always “on duty” when at Oak Crest and Chatfield, please supervise and engage with students as required by the situation. If you see a problem that requires adult support, engage and assist. When you see a situation that deserves a celebration, engage and compliment!

Please be in the hallways by your classroom doors at 8:10am to greet students and to help monitor the hallways and lockers. **All staff are expected to intervene with students when they are not being “RED.”** Your efforts to supervise ALL of our students is ALWAYS appreciated. Thank you!

We all need to enforce student expectations:

Please review the [Student/Family Handbook](#), this information is required knowledge and will help you appropriately respond to families and to students.

BE RED

The Be RED philosophy is intended to promote a positive school culture for both staff and students at Belle Plaine Public Schools. Staff are asked to positively reinforce Be RED expectations by awarding Be RED tickets to students and actively coaching students not meeting expectations.

A DISCIPLINE PROGRAM THAT BUILDS RESPONSIBLE CITIZENS

The major focus of Responsible Learning is helping students to take responsibility for their own actions through teaching self-discipline. The staff members at Chatfield and Oak Crest Schools clearly define expectations for students. Students who meet these expectations can expect to be more successful in school. Students who do not meet these standards will have appropriate consequences. Each teacher discusses and implements a discipline plan to define behaviors and to foster self-discipline in students. Responsible Learning holds the beliefs that we are all internally motivated and therefore staff members focus on helping students to learn skills to self-evaluate their own behavior.

[Oak Crest PBIS Matrix](#)


[Oak Crest Behavior Response Plan](#)

[Chatfield Behavior Flow Chart](#)

[Chatfield Major/Minor Grid](#)

DISCIPLINARY RESPONSE

Staff in Belle Plaine Schools are expected to respond to student behaviors in a manner that is personalized and situational. Staff are expected to follow school specific procedures that include communication with students involved and parents or guardians anytime there is a removal or exclusion from learning opportunities or expected classroom activities. The goal of any disciplinary action implemented by staff should be supporting students in learning from their behavior choice. An opportunity to restore relationships and change future behaviors must be included in the disciplinary response so that the students education can continue to be the focus. Staff are expected to have knowledge of disciplinary response requirements and school district policies as outlined in the student hand book and disciplinary response protocol.

 25-26 Pk-6 Handbook

 **Disciplinary Response Insert**

ASSEMBLIES AND PEP FESTS

Staff are required to attend all programs, pep fests, and assemblies during the school day and assist monitoring students unless on prep or otherwise directed by administration. Staff should sit among students, not in a separate seating/standing area. The higher the level of staff involvement, the higher the level of student involvement.

FACILITY USE

Use of other facilities in the building other than your classroom must be reserved in advance. Connect with office administrative assistants to reserve the gym, cafeteria, media center, garden area, or extra classrooms.

CONFERENCES/OPEN HOUSE

Conferences take place in Sept (open house & orientations), Nov, and February. During conferences, teachers are available during all contracted hours to communicate with parents and students. Students are encouraged to participate with parents.

Recommendations for conference conversations include:

- Be honest - be professional as you share student progress
- Be constructive - provide feedback on where the student is and where they can go. We all have something we can improve upon.
- Be available - meet with parents in a timely manner
- Discuss learning, not just grades - parents want to hear about more than what they just see on Infinite Campus

- Share highlights of student learning, curriculum, and instruction and encourage parents to engage their child in conversation on the curriculum too
- If your last conference ends before your contracted time, you must engage in other school work until your paid time is complete.

At back to school conferences, teaching staff will have items to complete with each student/family including but not limited to: collecting documents/signatures, fall benchmark assessments as assigned, and passing on specific communications.

SCHOOLGY/INFINITE CAMPUS/SEESAW

Infinite Campus is a tool used to inform families of attendance and grade progress. Infinite Campus provides the most accurate final grade at designated academic checks. Belle Plaine Schools utilizes **Schoology (3-12) and SeeSaw (PK-2)** as our learning management systems (LMS). Staff members utilize our learning management systems to house much of the course content utilized day-to-day in class. It is an essential tool in staying organized and up-to-date on current class developments. Staff members utilize these platforms to inform parents and students about upcoming events.

Teachers will communicate, using district tools, at least two days in advance of upcoming tests to parents. The communication will also include the expected timeline for the reassessment to take place and direct them to materials that may be used to prepare for the test.

CLASSROOM ASSIGNMENTS

Administration designates the optimal classroom for teachers, based on subject area, grade level, and necessary space. Any change in classroom space should be approved by administration. If a staff member desires a location change, a request should be made in writing in May the academic year before the change is desired. Administration will make a decision based on subject area, grade level, and space needed. Classrooms are cleaned each summer and should be left in a way that allows the summer cleaning crew to accomplish their task efficiently. If a certain arrangement is desired, communication and documentation (check out sheet and pictures) should take place at the end of the academic year. The checkout process will include an opportunity to identify items that should be fixed in the classroom. All facilities repairs and requests during the school year should be submitted through the web help desk. Administration may need to change room assignments at any time of the summer or even school year based on programming, enrollment and staffing needs. In the case of a necessary change, time and support will be given to make a switch.

PURCHASING PROCESS

Budgets are managed at the building level. An allocation is provided to the principal to address building level needs. Teachers make requests to the building principal through the building administrative assistant using the order request options available in the Employee Self-Service System. Purchases made on your own, prior to an approval, will not be reimbursed by the district. The [purchasing requisition form](#) is the necessary first step in beginning the process. Requests for the upcoming school year need to be to the principal before or during end of the year check out. School sites do not have P-cards available at all times and the ordering process itself can take multiple days. Please plan ahead for needed supplies and purchases.

END OF YEAR PROCEDURES

During the month of May, the principal will identify items that must be completed before summer check out takes place. Some of the required items on the checklist will include:

reporting final grades, identifying summer school students, finalizing student records, completing the requirements for the teacher evaluation process, addressing technology department requests, and preparing the classroom for summer cleaning.

INSPECTION of STUDENT RECORDS

- Student records are now being kept electronically. To access records, contact your building administrative assistant.
- Teachers are responsible for scanning and submitting formal documentation for interventions, behavior plans, and other items deemed necessary by administration.

CONTINUING EDUCATION UNITS

The principals collect and distribute a document with internal professional development hours in the spring. Teachers will identify which opportunities they took part in. Teachers are responsible for collecting and keeping track of their CEUs necessary for license renewal and will submit the necessary paperwork to the Continuing Education Committee.

CUSTODIAL REQUESTS

- Please close classroom blinds and lock classroom doors before leaving each night. Also, never prop open exit doors.
- Do not use tape on the carpet, ceiling, whiteboards or lights.
- Do not store glue bottles in student desks due to spillage.
- Do not buy cleaning products on your own to ensure accountability of all products used.
- Check with your head building custodian if you have any additional questions.

OFFICE REQUESTS

Please Turn In:

- Detailed class schedules to the office by September 5th. (keep up to date throughout the year with changes)
- Oak Crest Locker lists to the office by September 5th.
- Approved invoices for supplies to Sara/Jenna as soon as possible.
- All extra desks, chairs, and tables outside your classroom by 3:00, August, 28th, 2025

STAFF ATTENDANCE

PTO DAYS:

All staff members, whether they need a substitute or not, should go online to Frontline Education to enter an absence before 6:00 am. Teachers and Paras who have a planned absence can go online several days in advance to ensure a substitute is assigned. Please be aware of contract language with limits to PTO days including black out days and building PTO limits per day.

***If a substitute is needed within less than 24 hours, please call or text your principal directly as soon as possible. Do not just enter an absence the day before without communication.**

SUBSTITUTE TEACHERS:

Teachers are expected to always leave detailed lesson plans, including pertinent policies and procedures i.e.- emergency and safety information, schedules, class lists with health concerns, the library pass system, attendance taking, PBIS expectations, SEL, supervision, etc. Teachers should leave plans for internal and external substitutes that

are explicit and continue learning and engagement. Leave passwords to technology as well. Teachers are also expected to follow through on any notes regarding discipline problems that the substitute may have had.

LONG-TERM SUBSTITUTE TEACHERS:

When staff members are out on leave and a long term substitute is appointed, the substitute will use that staff member's district owned technology. Long term substitute teachers will also be given their own district email address.

Student Teachers: When a student teacher is assigned to the district they will be given access to the secure network on their personal device. No district owned devices will be assigned. Exceptions will be made on a case by case basis, to be determined by the IT Director.

DISTRICT TECHNOLOGY:

Secure WiFi Access: It is the district's policy that only district owned devices will be placed on our secure network, TigerSecure. TigerGuest is an open network you may access at any time from your personal device(s). Please see an IT specialist if you need assistance accessing the guest network.

Use of Personal Technology: Staff should model appropriate technology use as indicated above.

Personal Use of District Technology: If a district staff member chooses to use the device for non-professional related purposes or store personal information on it, the district is not responsible for backing up or recovering that content. The role of our IT staff is to ensure that all district technology and school related software is performing optimally.

Damages & Repairs: It is understood that accidents happen and occasionally technology hardware will be damaged, for this reason the department policy includes a first time damage repair at no cost to the staff member. Subsequent damage repairs will have associated fees that will be determined by the severity of damage and total cost of repair and/or replacement.

Technology Requests/Purchases: Technology requests should be made first to the IT specialist in your building via the Help Desk. If the item requested is not currently available in the district a request for purchase MAY be forwarded to the Director of Technology.

Technology Checkout: A variety of additional technology hardware is available to checkout on an as-needed basis. This includes, but is not limited to: microphones, USB disk drives, laptop chargers, projectors, speakers, presentation clickers, doc cams, laptops/Chromebooks, dongles, computer labs. Chromebook cart and computer lab checkout is done via Google Calendar. For assistance requesting an item for checkout please speak to the IT specialist in your building.

Printing: Staff have access to the printer/scanner/copier units at each building. Color printing is available at Oak Crest, JSH, and district offices. **Finite quantities of color toner will be purchased for the school year at each building, once the toner is gone no additional toner will be purchased.** Confidential printing is possible through hold jobs using your staff code. Every effort made to conserve paper and toner resources is greatly appreciated. Staff are not allowed to use district printers or paper for personal use.

LAMINATING INFORMATION

- Hot laminating is available in both elementary buildings *for instructional use*. Please ask for support to learn how to use the machine appropriately.
- Personal items will be charged \$1 per foot. Please keep this to a minimum.

EVENT PASSES

Teacher attendance at extracurricular events helps build student relationships. Teachers are encouraged to attend such activities. To promote attendance, teachers and his/her spouse are provided with an activity pass to allow them into most extracurricular activities free of charge. Passes can be obtained from the activities office.

LOGOS

We have identified consistent logos and lettering to be used for our district. The logos are expected to be used by district organizations and may not be used by outside organizations without permission. We desire and promote a consistent identity for our district. [The logos are available here.](#)

REUNIFICATION

Locations are subject to change based on the emergency and should not be shared with the public.

- Chatfield - High School
- Oak Crest - Football Stadium
- JSH - St. John's Church

FIELD TRIPS

Teachers need to plan field trips in a timely manner and in collaboration with the office.

Field Trip Checklist – (For out of town, in town and walking trips)

4 Weeks Before Trip:

_____ MASTER CALENDAR (Main office) Note Date, Destination, Departure & Return time.

_____ Arrange for busing (4.0 Transportation 952-873-2362)

_____ Lunch room – Let kitchen staff know there will be a class/grade missing for lunch. Let them know Bag Lunch counts 3 days before outing.

_____ Connect with the office about fees associated with field trip.

(Fees to reserve experience, transportation fees, and student fees being collected)

_____ Make sure the p-card and any receipts are turned in to Jenna Jagusch/Sara Hayes/Kris Davis

Day Before Outing:

_____ Pick up Field Trip Emergency Care Plans and Meds from the Health Office.

_____ Lunch counts for bag lunches (3 days notice)

_____ Leave your cell phone number with the office.

_____ Take walkie talkie with you if it is a walking event.

_____ Take cash/checks collected to the office for deposit along with a reconciliation of funds (i.e. a listing of check numbers/amounts and total cash collected)

***** IF YOUR FIELD TRIP IS NOT ON THE BUIDLING CALENDAR, YOU DID NOT COMPLETE THE STEPS NECESSARY. YOUR TRIP MAY BE CANCELED OR POSTPONED. Contact the office immediately.**

UNIVERSAL EMERGENCY PROCEDURES

UNIVERSAL EMERGENCY PROCEDURES

UTILIZE RAPTOR ALERT SYSTEM



EVACUATION

EVACUATION

For use when conditions outside are safer than inside.

- Take the closest and safest way out - utilize building map
- Bring with you a walky talking and/or cell phone for communication
- Report missing students/staff to principal's office



SHELTER
IN PLACE

SHELTER IN PLACE

For use when learning can safely continue, but student and staff movement needs to be limited.

- Bring students into classroom and close doors and window coverings
- Remain with students in the same classroom until an "all clear" announcement is made



LOCKDOWN

LOCKDOWN

• WITH WARNING

For use to protect students/staff from a potential danger outside of the building

- Direct students to the nearest classroom or safe location
- Lock all doors, close windows and coverings
- Control all movement and noise

• WITH INTRUDER

- Direct all students outside to the nearest safe location (this could be outside of the building)
- Lock all doors, close windows and coverings, turn off lights
- Take cover and control all movement and noise until "all clear" is announced by administrator



WEATHER

SEVERE WEATHER/REVERSE EVACUATION

For use when conditions inside are safer than outside.

- Move all staff/students inside immediately to the designated area
- Bring walky talky and/or cell phone for communication
- Assume safety position if appropriate

REUNIFICATION

For use when students or staff need to leave school grounds for safety reasons.

- Reunification location will be communicated through Raptor App
- Direct students/staff to appropriate reunification location
- Take attendance and keep all students in your supervision with you, and wait for direction from administration



ANIMALS IN SCHOOLS GUIDELINES

SERVICE ANIMALS

I. PURPOSE

The purpose of this policy is to permit service animals.

II. GENERAL STATEMENT OF POLICY

Independent School District #716 prohibits discrimination against individuals based on disability, including individuals who require the assistance of a service animal. Toward that end, the District acknowledges its obligation to modify its policies to allow the use of a service animal by individuals with disabilities.

III. DEFINITIONS

- A. A “handler” is an individual with a disability who is accompanied by a service animal or trainer who is accompanied by a service animal.
- B. A “service animal” is a dog (regardless of breed or size) that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets.
 - 1. The “work or tasks” performed by a service animal must be directly related to the handler’s disability
 - 2. Examples of “work tasks” include but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
 - 3. The crime deterrent effects of an animal’s presence and the providing of emotional support, well-being, comfort or companionship are not “work or tasks” for the purpose of this policy.
- C. A “trainer” is a person who is training a service animal and is affiliated with a recognized training program for service animals and is also considered a handler.

IV. RIGHTS AND RESPONSIBILITIES

- A. Equal Access: A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right:

1. to be present on district property or in district facilities;
 2. to attend or participate in a school-sponsored event, activities, or program; or
 3. to be transported in a vehicle that is operated by or on behalf of the district.
- B. Equal Treatment: The district may not do any of the following: isolate the handler from individuals without service animals; ask or require the handler to pay an extra fee; or treat the handler less favorably than individuals without service animals.
- C. Care and Supervision: The school district is not responsible for the care or supervision of a service animal. The handler is solely responsible for the care and supervision of the service animal including, but not limited to, feeding, watering, cleaning and toileting. Neither the district nor its staff will assume such responsibilities.
- D. Control:
1. A service animal must have a harness, leash or other tether, unless
 - (a) the handler is unable to use a harness or leash or tether because of disabilities, or
 - (b) the use of a harness, leash or other tether would interfere with the service animal's safe and effective performance of work or task.

If either (a) or (b) applies the service animal must be under the handler's control by voice, signals or other effective means.
 2. A service animal must be under the control of its handler.
- E. Removal: A school official may require a handler to remove a service animal from District property, a district facility, a vehicle operated by or on behalf of the district or a school sponsored event, activity or program if the service animal is out of control and the handler does not take effective action to control it, or the service animal is not housebroken. If the district requires an individual with a disability to remove a service animal, the individual may remain on district property, in a district facility in a district owned or operated vehicle or at a school sponsored event, activity, or program without having the service animal, unless the individual has violated a law or school rules or regulations that would warrant the removal of the individual.

- F. Liability: A handler who is accompanied by a service animal is liable for any and all harm, injury or damage caused by the service animal.

V. GENERAL GUIDELINES FOR SERVICE ANIMALS

- A. Permitted Inquires: District staff generally may ask a handler if an animal is required because of a disability and, if so what work or task the animal has been trained to perform. However, district staff may not make these inquiries when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (e.g. the dog is observed guiding an individual who is blind or has impaired vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
- B. Prohibited Inquiries: District staff may not ask a handler about the nature or extent of a disability. In addition district staff may not require documentation such as proof that the animal has been certified, trained or licensed as a service animal.
- C. Vaccinations: Each handler is responsible for ensuring that the service animal is properly vaccinated.
- D. Allergies: If a student or employee notifies the district that he or she is allergic to a service animal, the district will balance the rights of the individuals involved. Generally, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal.
- E. Fear of Animals: Fear of animals is not a valid reason for prohibiting the presence of a service animal.
- F. Working status of Service Animals: Students, parents and employees of the district should not feed or pet service animals without permission from the handler. In addition, students, parents and employees should not seek to separate a service animal from its handler.
- G. Notice Encouraged But Not Required: Students, parents and employees are encouraged, but not required to notify the building principal if they expect to be utilizing a service animal on a regular basis. This notification will not be used to deny access to any program, service, activity or benefit. Rather, this notification will be sure to provide an opportunity for discussion that is designed to assist the student or employee in transitioning to the regular use of a service animal at school or work.

VI. NON-SERVICE ANIMALS

The Board of education in recognizing the educational uses of dogs in the classroom, requires that permission be obtained from the building principal before animals (other than service animals) are brought to the school or classrooms. It is the building principal's responsibility to confirm that there is appropriate education purpose if an animal is housed in a classroom. Animals, other than service animals, are not to be transported on school buses.